

BENEFITS OF INFOGRAPHICS IN ESL STUDENTS TO DESCRIBE A SPECIFIC
ASSIGNMENT LEARNED FROM YOUTUBE

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by
Wilmer Ernesto Carrión Guzmán

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Advisor: Dr. Elena King

Abstract

The present paper draws from the use of new apps and technologies for ESL teachers to use authentic audio-visual resources for educational purposes in the acquisition of a second language. The accessibility of different web sites in the classroom reinforces students' experiences where teachers play the role of facilitator. During class, students analyzed some videos of the website *YouTube* as a tool to access authentic material to promote advancement in each one of their learning skills, such as speaking, reading, listening, and writing. Likewise, the potential of *YouTube* is available and easily accessible in any class, providing new opportunities for students and teachers to know new cultures, places, customs, expressions, and vocabulary from different countries worldwide through the English language. However, teachers must include different strategies to identify the ability of students to analyze a determined video through specific assignments. Infographics are excellent activities to highlight the strengths and weaknesses of each ESL learner. As a result, many students can improve their communicative skills because this activity offers multimodal content, such as texts and visual illustration to present information in a second language.

Dedication

I dedicate this thesis to my Mother and my Father; you inspired me creatively, challenged me intellectually, and supported me all the time. It is also dedicated to my wife, Yamile, for her continuous support and encouragement throughout this academic experience.

Acknowledgments

Primary, I would like to thank God for being able to complete this thesis with success. Then, I would like to thank my thesis advisor, Dr. Elena King. Her valuable guidance has been the one that helped me unconditionally in this thesis and made it a success. To conclude, I would like to thank my wife Yamile, my parents Edilma and Ernesto, who have helped me with their valuable suggestions. Last but not least, I would like to thank my classmates, who helped me a lot. Thank you.

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Chapter 1: Introduction

Education is one of the most powerful tools for changing society; education has the power to stop false stereotypes or open new alternatives for progress and liberty. Fortunately, life has allowed me to work as a teacher in my native country of Colombia and to work in the United States of America as a bilingual teacher. During these unbelievable experiences, education has opened many opportunities for me to meet new people and experience new cultures and additionally it has given me perspectives in order to understand this world from different points of view, ideologies, and cultural perspectives. Likewise, by working as a language teacher in these countries, I have seen that technology plays a vital role in learning and teaching any topic or lesson. Currently, teachers and students can find new apps, web pages, blogs, landing pages and social media sites focusing on education or entertainment. I have noticed that my students are being raised with digitalization as a specific mode of education, adapting to acquiring a determined knowledge through new technologies. For instance, Computer-Assisted Language Learning (CALL) is a method of teaching a language. The main objective is to expose the students to specific content through computer-based meaningful tasks to improve cognitive skills. As a teacher, I have observed that learners and teachers want to innovate their learning-teaching strategies through videos, series, movies, and other digital media.

Considering this technological reality, YouTube is an excellent academic resource that we could use to improve ESL students' communicative skills, by reinforcing content learned in the classroom in students' homes. This platform provides digital entertainment, such as video clips, music videos, TV shows, playlists, movie trailers, and live streams, among others.

YouTube in the classroom could be an essential tool in the school because it can clarify or reinforce academic content. Srinivasacharlu (2020) pointed out that “educators can use YouTube for better illustration of complex concepts, procedures, processes, skills, etc. Furthermore, this platform also provides for the display of accurate charts and graphs” (p. 12).

Occasionally, I use YouTube to introduce a topic with my learners during my classes. We use this platform to discuss the content of the videos and to analyze the quality of the information, the characteristics of people, and places, the terms, the vocabulary, the principle and secondary ideas, and conclusions, among other aspects. The implementation of technology in education allows learners to improve their analysis and to integrate their previous knowledge with the newly acquired knowledge, enhancing the learners’ attitudes toward learning.

Furthermore, I have seen some students using this platform (YouTube) on their cellphones or computers as an alternative form of entertainment. This platform is an excellent resource to introduce any academic, social, or cultural topic. Teachers or tutors can support each learner, providing personalized feedback or recommendations. These technologies encourage teachers and students to be more independent and autonomous in their self-learning process. (Castellar et al. 2017)

Currently, ESL teachers require new techniques and materials that positively impact learners' curiosity, participation, and innovation. The teachers, students, and parents must find the best balance between technology and traditional materials, such as books, maps, or readings. If education finds this balance, students may be more motivated to acquire new concepts and knowledge through different communication channels, such as interviews, documentaries, or videos made in different regions around the world. However, sometimes this powerful tool is not used to its best advantage by ESL teachers and students. This thesis project’s main aim is to

encourage all students who are English learners (ELs) to use YouTube with a determined objective, describing the information acquired in this platform through infographics.

Gover (2017) claimed that “implementation of audio-visual materials will positively influence instructional design considerations, enhance teacher perceptions regarding alternative assessments, and provide prescriptive conditions for employing infographics as alternative assessment” (p. 11). The application of cultural elements, technology, and infographics will allow learners to use visual elements and have a better academic experience. For that reason, I want to focus on looking at the best strategies to analyze a limited number of videos, where students will improve their pronunciation, spelling, or accents using different words through some determined videos of the platform YouTube. Gover (2017) pointed out that “visualization is the confluence of thinking, understanding, and communication involving a process of externalizing thoughts and ideas by mapping internal conceptions to an external visual format informed by existing knowledge and thought processes” (p. 5). Therefore, infographics are a great strategy to help students understand how to codify and express specific information through posters with images and texts developed in class. Likewise, this thesis presents the benefits of infographics to increase ESL students’ ability to develop posters or visual materials as a tool to demonstrate their analytical capacity. As a result, this thesis will include a lesson plan for teachers on how to use YouTube in the classroom, culminating the lesson through an infographic as an assessment. In this way, ESL learners reinforce the topic learned in class, using the infographic as a final product of the lesson.

Chapter 2: Literary Review

Technology is one of the most relevant tools for changing the field of education. This benefit has undoubtedly impacted the way students, teachers, and the rest of society interact through a computer, cellphone, tablet, or any electronic device. During the last decades, technology and social media have encouraged teachers in each region of the world to adopt new strategies, resources, and platforms to use the technology positively in each learner, playing a vital role in learning and teaching. The internet creates a highly motivating learning environment that encourage students to interact with language in new and varied ways (Kasper, 2002). In the same way, integrating technology as an educative tool can contribute many essential benefits to learners. A platform such as YouTube can greatly enhance teacher-student interaction. Likewise, visual resources such as infographics provide excellent strategies to access the acquisition and understanding of specific content, follow the teachers' curricular goals, and provide a meaningful educational experience for each student. As suggested by Svobodová (2016) “social networks play an integral role in education. In the same way, YouTube and graphic resources will positively impact each learner's learning experience, especially the association of new expressions, terms, and concepts in a second language" (p.12). This chapter highlights some of the situations where the use of these strategies creates a challenge for ESL teachers, which, technology plays a fundamental role in the acquisition of new knowledge through a real context in the school.

Benefits of *YouTube* in Education

The social network *YouTube* was founded on February 14, 2005, in California as a video sharing platform. Anyone can register for free and share and watch videos, music, or movies with other users. *YouTube* can provide an excellent opportunity to listen and write exercises in the classroom, which are not always convincing through books or repetitive activities. In these new technologies, English learners (ELs), English for speakers of other languages (ESOL) can identify different accents or use different colloquial words or phrases from most videos.

Svobodová (2016) detailed that “students create online communities to share information, ideas, personal messages, and other contents such as videos in social media” (p. 2). The modern school must use new technologies to facilitate the acquisition of a second language in each ELs, including software applications which can be used as an essential component in the process of education. ELs can use this platform to improve their knowledge through observation, interaction, and cooperation with other people through a second language.

Dumitrescu (2014) also mentioned that “knowledge construction is viewed as a result of a collaborative process in which learners are supposed to be involved as active, autonomous agents, responsible for their education, whereas the teacher's role should be confined as moderator” (p. 156). In this cooperative learning, some platforms such as *YouTube* integrate intercultural videos, experiences, or audio-visual resources, which are essential to enhance learner's communication skills. This platform offers a great variety of educational video clips as authentic material in the school. Dumitrescu (2014) adhered to this point by saying that *YouTube* could be an essential academic tool because teachers and learners can use the video clip's information and concepts as a starting point to elaborate a determined assignment with further information, or challenge each learners to argue their ideas. Babu et al. (2019) focused on using

YouTube videos as a supplementary source in supporting learning, developing cultural understanding, and obtaining behavioral benefits through different customs. The use of videos of this platform should encourage the learners in their academic goals, enriching their knowledge of a second language by means of dialogues, expressions or terms through the videos conveyed in English. Clifton and Mann (2011 as cited in Kestin, 2017) argued that “YouTube is perceived as an innovative practice that keeps students’ attention alive while also making the learning experience indelible” (p. 87). The educational videos describe the cognitive domain through the development of the specific knowledge covered by the videos analyzed during the lesson.

Incorporating Technology into the ESL Classroom

The use of new technologies in the classroom is growing due to the internet's impact. Information technologies (IT) use a platform or webpage as a facilitator tool to encourage the learners to acquire the determined knowledge. Altun (2015 as cited in Hassan, et. al, 2019) has argued that "some devices can be instrumental in engaging and motivating the students in the class, teachers who introduce technology to their students may get a great deal of satisfaction" (p.22). These devices can support students in enhancing communicative skills in their first or second language. Digital learning impacts the normal development of any traditional class since the school must renovate the curriculum to support the teaching and learning process.

Li (2012) postulated that “technology facilitates effective and efficient English learning combines the findings from information technology, linguistics, and second language acquisition in order to construct a better English learning environment for students” (p. 1). Incorporating technology into the classroom encourages ELs to feel more confident and comfortable using new resources to enrich their learning strategies. Likewise, Traore and Kyei-Blankson (2011) argued

that “audio and visual technologies in the form of graphics, pictures, maps, and videos have been used in ESL classes to encourage listening skills while visual presentations make it easier for language learners to fill in any information they do not understand” (p. 3). Furthermore, technology such as music, movies, and platforms like *YouTube* can help foreign language teachers to provide students with a great advantage to develop and create enjoyable assignments for their lessons. New guidelines and standards should be designed and aligned with 21st century skills and competences (Blair, 2012 as cited in Hawthorn, 2018). In this academic context, it is fundamental to guarantee each student learns and that their social, cultural, and educational needs are met. However, it is not possible to ignore material class. Technology and tangible elements such as worksheets, guides, or copies must guarantee the learners' success. Curtin (2005) pointed out that "literature-based activities, oral practice, individual help, peer interaction, games, and use of realia (real objects) constituted the instructional strategies the students perceived as being most helpful to them in the classroom" (p. 23).

YouTube as an Instrument of Learning a Foreign Language

Education is a field where the technological revolution has impacted how to develop a class, and how to assess or complete a specific assignment. Technology provides more convenient access to academic resources for language input and promotes advancements in all four language learning skills. Brett et al. (1996 as cited in Kuo, 2009) also considered that “YouTube video clips appear to be more effective than the traditional teaching method in enhancing EFL learners’ listening comprehension and test performance. It is positive because listening comprehension capability and performance are directly related to the input material” (p. 124). ESL/EFL educators should embrace specific videos to improve listening and reading

comprehension on students through subtitles and information shared during each class. Albaddi (2013) suggested that “this platform allows educators to use videos on various subjects in different areas of the sciences and humanities.

Likewise, teachers can also create channels to upload video content related to those videos” (p. 7). Teacher attitudes play a relevant role in adopting new resources through synchronous e-learning such as lessons or classes in real-time and asynchronous assignments, such as online courses, email exchanges, or discussion boards. Perrett and Minhas (2016) argued that “in the modern, classroom educators have powerful technological tools available at their fingertips” (p. 547). Integrating new technologies in the ESL lessons requires devices with the latest innovations to encourage them to reinforce their educational process. Buzzetto-More (2015) highlighted that “YouTube could be a pedagogical tool that . . . enhances instructions and increases interest, engagement, and discourse” (p. 71).

The effect of multimedia resources is fundamental to improving each ESL student. Any dialogue, sentence, or phrase will reinforce new vocabulary acquisition, keeping in mind that this vocabulary will be associated with actual objects or visual resources are learned more quickly through any video. Balbay and Kilis (2017) pointed out that “videos play a significant role in teaching public speaking. Literacy comes in varying forms and is not limited to text-based literacy only. The observation of presentations helps students understand the construct of public speaking” (p. 238). When the ESL learners use the correct audiovisual assignment as a practice to improve a determined subject, the quality of information of this material will contribute positively to develop a better language learning. Pavlovic and Obradovic (2015) explained that “students recognize the benefits of learning that YouTube has compared to conventional ways of

acquiring knowledge and skills. As a significant advantage, they point out audiovisual content, which greatly facilitates the learning process, as well as the flexibility of learning” (p. 262).

However, Rudenkin and Grushevskaya (2019) observed that “excessive use of this tool could generate significant risks: breakdowns in students’ contact with the teacher, facilitation of transmission of too low-quality information, etc.” (p. 686). Many videos are uploaded with fake and inappropriate information. Tan and Pearce (2011) pointed out that “there is a danger of being exposed to misleading or incorrect material, in particular about potentially contentious issues” (p. 131). Likewise, some videos on *YouTube* are not convenient for learners or determined audience. Similarly, if the learners do not have a data connection, and there is no internet connection, there is no way to include this application during the lessons. Some videos recurrently have advertisements which can be very long without an option to skip. For these reasons, *YouTube* should be used deliberately and with caution in the classroom.

Infographics in Support to Acquire a Second Language

Infographics are tools that combine pictures and text to frame determined information. Thompson (2016 as cited in Yarbrough, 2019) claimed that “Infographics are not new; in fact, they have been utilized for hundreds of years. Maps from 8000 years ago can be considered a form of infographics as they were visualizations that combined words and pictures to transfer information” (p. 2). Infographics are useful in acquiring a second language considering this tool can summarize all the information using texts and images. They can facilitate the understanding of expressions or terms studied during a lesson. Also, most students can internalize the information in visual resources much faster than they can understand what they hear or read. Yarbrough (2019) indicated that “while infographics have great potential, the infographic

designer's ability to communicate succinctly and with visuals will contribute greatly to the effectiveness or ineffectiveness of the learning tool" (p. 262). The infographics can be used by the teacher as one instrument to clarify content or definitions. Gover explained that "infographics could be defined as a transformation, manipulation, and modification of information resulting from the processes of seeing, imagining, and developing visual representations" (p. 4). Through infographics, ESL learners can match visual constructs to the appropriate framework whose primary purpose is to increase a developing cognitive, creative, and communication process in a second language.

Yildirim (2016) reported that "Infographics are the most recommended materials among visual educational materials to potential readers" (p. 108). This graphic resource must contain relevant information for learners that should focus on the topic described in class. The content should be well-analyzed, including extra information for learners who want to learn more about the subject studied. In the last decade, the experience of consuming online information due to the internet offers various audiences, populations, and students with different priorities. Yildirim (2016) stated that "it is easier to remember the information learned from infographics than direct text materials. Contents should be prepared by paying attention to the message design guidelines to use a combination of text and visuals" (p. 109). Not all the texts with images are infographics, or any paragraph with a simple picture cannot be described as an infographic.

López and Nogueira (2017) pointed out that "infographics increase the cognitive ability of readers because learners must discover connections and constant patterns not obvious at first sight" (p. 148). This implies that through infographics learners are better able to capture the quality and quantity of visual information. Infographics increase the students' ability to process data which supports the acquisition of a second language including their semantic, syntactic, and

pragmatic knowledge. López and Nogueira (2017) have agreed that “infographics represent the added value of guiding the receiver in this deductive process through clues that pave the way for explorative deduction” (p. 160). A positive characteristic of this academic tool is the stimulation of the learning construction process by analyzing data through descriptive pictures and limited text.

Infographics provide the organization of information and allow the formation of schemes, graphics, and tables in the individual's minds (Aydin et al., 2019). This academic instrument allows students to collect and research information or data while presenting their own opinions, interpreting specific topics, and constructing their ideas through infographics guided by the teachers. Davison (2014 as cited Aydin et al., 2019) claimed that “information graphics successfully engage students to present the results of their projects to their peers” (p. 156). Infographics encourage the learners to build graphs, texts, and specific information, especially on the subject explained in class. However, Aydin et al. (2019) argued that “wrong information can cause a negative attitude in the infographic creation process because when the findings are incorrect, the data can cause negative opinions in the learners” (p. 166). It should be noted that the inclusion of correct information and attractive visual elements makes a transcendental academic contribution to learners because learners must describe their ideas through infographics as a communicative resource to assess knowledge of a specific topic.

Caron et al. (2018) highlighted that creating “infographics require skills in acquiring, evaluating, and presenting a great deal of evidence-based data and statistics in a visually pleasing format to communicate any information. It is a learning experience to increase student knowledge and skills” (p. 354). However, it is essential to teach in class the correct way to create an infographic. The internet offers many webpages or software programs to develop these

assignments. These technological resources allow the students to connect by sharing their activities and their infographics' progress. In the same way, this virtual connection invites us to view their work as Caron et al. (2018) explained, "using infographics in one specific topic allows for sustainable engagement with the material developed in class, where learners share common knowledge, including the adaption of new technologies" (p. 361). The visual material provides extra information to support the teacher's instructions and explanations regarding any topic.

According to Fadzil (2018) "infographics can be used to develop students' ability to engage in analysis and interpretation and writes about how projects centered on infographics provide an opportunity for students to develop skills in the creativity and innovation" (p. 2). A good infographic must include clear information to engage any reader to be interested in the topic, and "creating an infographic to reinforce their learning requires students to synthesize and communicate what they have learned using the tools they use every day to communicate within the academic discipline" (Fadzil, 2018, p. 2). Equally, educators must prepare a great variety of information to provide enough resources so that each learner can complete the assignments through creative visualizations, symbols, flow charts, statistics, among others.

Thompson (2016, as cited in Yarbrough, 2019) claimed that "Infographics are not new; in fact, they have been utilized for hundreds of years. Maps from 8000 years ago can be considered a form of infographics as they were visualizations that combined words and pictures to transfer information (p. 2). Infographics are useful in acquiring a second language considering this tool can summarize all the information using texts and images. They are facilitating the understanding of some expressions or terms studied during any lesson. Also, most students can sense visual resources much faster than they can understand what they hear or read. Yarbrough (2019) indicated that "while infographics have great potential, the infographic designer's ability

to communicate succinctly and with visuals will contribute greatly to the effectiveness or ineffectiveness of the learning tool” (p. 262). The infographics can be used by the teacher as one instrument to clarify any content or definition.

Caron, et al. (2018) highlighted that "infographics require skills in acquiring, evaluating, and presenting a great deal of evidence-based data and statistics in a visually pleasing format to communicate any information. It is a learning experience to increase student knowledge and skills" (p. 354). However, it is essential to teach in class the correct way to create an infographic. Considering some students could ignore the way to do it. The Internet offers many webpages or software programs to develop these assignments. These technological resources allow the students to connect by sharing their activities and their infographics' progress. In the same way, this virtual connection invites us to view their work. "Using infographics in one specific topic allows for sustainable engagement with the material developed in class, where learners share common knowledge, including the adaption of new technologies" (Caron, et al. 2018, p. 361). A good infographic must include clear information to engage any reader to be interested in the topic.

Challenges for ESL Teachers

ESOL teachers should integrate reading and writing activities to improve their communicative skills in a second language. However, Alghonaim (2018) pointed out that “the reading-writing connection with L1 is hard to be exactly applicable to L2 without specific modifications that meet ESL/EFL natural settings” (p. 390). ESL learners need regular assistance and intense supervision to analyze their strengths and weaknesses in each one of their communicative skill. Alghonaim (2018). Pointed out that “the reading-writing connection with

L1 is hard to be exactly applicable to L2 without specific modifications that meet ESL/EFL natural settings” (p. 390). ELs learners need regular assistance and intense supervision to analyze their strengths and weaknesses in their communicative skills. However, sometimes ESL students’ reading is reduced to the last minimum time or abrupt changes during their practice reading texts, affecting their ability to domain a second language.

In addition, motivation in the classroom is fundamental to construct an appropriate learning environment in the class. When students are motivated, communication channels are open, and this encourages respect and active class participation. Calderon (2016) agreed that “teachers should create a pleasant classroom atmosphere that promotes participation and helps fight students’ anxiety, and class activities should be interesting and significant to students” (p. 15). Likewise, the capacity to acquire a second language is not the same in each student. It is important to consider each students’ personal experiences, level of literacy, and their previous knowledge of a specific topic.

Hunt (1996, as cited in Toland, 2010) reported that "the provision of tools encourages students to develop their critical thinking skills with teachers and software producers' attention to constructivist instruction's underlying principles. Technologies provide students visual stimulus that supported the development of the second language" (p. 10). Those technology applications provide different learning experiences, such as different learning modalities, multiple assignments of listening, reading, speaking, and writing. McClanahan (2014) stated "when we increase ESL learners' familiarity with technology and develop tech skills, it can help support their motivation to learn English. Indeed, using technology in the classroom develops both job-related and communication-related skills at the same time" (p. 23). In this learning process, communication is vital to guarantee an improvement in each communicative skill of learners

when teachers act as guides through the learning experiences of students through a curriculum determined by the school. Kasper (2002) pointed out, "ESL students are constantly challenged to use new technological resources [...] collaborative online communication provides ESL students with a global audience with whom reading and writing become the means to exchange information and build knowledge" (p. 131). The impact of the internet has an important potential in educational life of many students.

Chapter 3: Project Design

In this chapter, I intend to explain the rationale for creating a packet of strategies and assignments for English learners to develop listening, reading, writing, and speaking skills in ESL classrooms. Educators could improve their classes using audiovisual platforms in the development of their lessons in English. YouTube is an invaluable pedagogical resource because it offers a significant quantity of information, which can be used positively to acquire a second language. This packet of strategies will help teachers find different ways to analyze a list of determined videos. The main objective will be to encourage the English learners to learn new terms, vocabulary, and expression through viewing, followed by the opportunity to express opinions and summarize the information acquired through different infographics.

According to López and Nogueira (2017), the visual appeal of infographics is an important tool because it allows the learner to see content more clearly. The main function of audiovisual material is to support information and to allow viewers to perceive the storytelling medium more deeply. During the learning process of a second language, the association of the meaning of the words and their contexts helps learners to develop a determined knowledge, creating new ways of thinking. By applying these academic resources, learners will find different connections to integrate them in a real context. Currently, technology is essential to include in the study of any subject. It enables teachers to accommodate different learning styles, to encourage active participation in the classroom, and to improve the interaction between learners and teachers.

Students often enjoy utilizing a wide range of creative techniques with digital tools, which also help them to develop new, worthwhile, and sometimes radical concepts (Hawthorn, 2018). Many students have been raised in constant stimulation through internet technology, which has strengthened their skills in using a computer in a determined context. Balbay and Kilis (2017) stated that “Information technology applications in education are diverse. Online video sharing platforms are becoming more pervasive every day, especially in language education” (p. 237). YouTube is an excellent ESL class platform because the learners acquire a determined vocabulary, which encourages EL students to interact with the teacher and the rest of their classmates in a different language.

Additionally, Balbay and Kilis (2017) stated that some students explore some concepts through students’ presentations broadcast on YouTube and have the students do peer critique . This extra function of YouTube allows them to create and receive constructive feedback from each class member regarding their activities developed during each session. However, teachers need to select videos appropriate for classroom use carefully; some of the posted material may contain inappropriate content (Albaddi, 2018). Many videos can be useful for learners when the teacher provides detailed instructions on what is to be done. If ESL learners do not receive the correct or appropriate instructions, using technology cannot guarantee successful student learning.

The final product is to provide accurate information to mainstream classroom teachers on the importance of analyzing some specific YouTube videos with ESL students in which they learn new vocabulary in English, different and familiar expressions used by Anglo speakers in a real context. This platform offers a great cultural perspective for learners to discover new places, lifestyles, or additional information that can complement any subject. An appropriate video can

reinforce each of the learners' communicative skills through subtitles generated by the platform, as well as through conversations, expressions, and written information posted in each video. After watching a video, it is common for learners to complete a worksheet or project before the class's conclusion.

This project provides significant academic resources that will benefit both learners and teachers as they learn to summarize the most relevant aspects of some videos through infographics. Students are engaged in meaningful activities that seek to reproduce the content learned with posters and graphics, including their opinions about English videos. Likewise, teachers identify each student's progress in their communicative skills through student-created infographics. Students will describe the information of the poster (speaking). The teacher will analyze the data (writing) posted in the infographic and how the learners share the concepts learned (Calderon, 2016). An infographic simplifies different ideas and concepts that could be complex to explain in class for the educator. It could facilitate the association of previous knowledge with new concepts in a second language.

Chapter 4: The Project

The present project involves designing a lesson plan to support educators and learners in adapting innovative strategies for YouTube. More specifically, the project aims to help instructors analyze how specific videos impact learning new expressions, new vocabulary from native speakers, and new vocabulary regarding a determined context. This audiovisual support allows each user to process information and concepts naturally through working with this famous website and using this platform as a pedagogical tool. Furthermore, it is essential to mention that the research developed by Aydın et al. (2019) plays a crucial role in the insistence that learners present their views through assignments or activities created in class. Using educational infographics provides an opportunity for both teacher and student to make sense of information shared in any lesson. Similarly, infographics can provide an alternative means of interpreting conversational topics or presenting data, thereby encouraging learners through documentation and information.

The expectation of this lesson plan is to contribute to the ongoing discussion on how infographics could be a different strategy to assess the learners' comprehension of content in English, thus improving their communicative skills in a real context. The presentation of infographics in class allows ESL students to demonstrate a specific point of view, opinions, and main ideas to their peers of a specific video from the platform YouTube. This lesson plan will present some objectives of the course being taught to learners. Above all, the teacher must be

sure the objectives of the lesson will be clear and understandable for students. In the same way, the activities should describe clear instructions for learners to understand the topic easily.

The chosen activity could include real-life videos related to the topic studied. Likewise, the teacher must time the assignments to complete the infographic according to the lesson plan. To check the ESL learners' understanding after the planning activities, educators must include some simple questions during the lesson to check their progress and performance of the topic (video). This lesson plan will be divided in the following steps:

1. Go to the webpage: www.youtube.com

In this website, teachers and learners will watch online videos at YouTube.com (Figure 4.1), introducing new information, concepts, and English language learners (ELLs). This platform offers a great variety of audiovisual material. For that reason, it is vital to have a clear purpose for using a documentary, film, or news clip. Furthermore, teachers must select each video clip because some could include inappropriate content or sensitive material, such as profanity, drugs, alcohol, or sexual content. In the main menu, teachers and learners will type the title “Visit Europe—10 things that will Shock you about Europe” or click on this link:

https://www.youtube.com/watch?v=GtSBk_YHGQ8



Figure 4.1: YouTube Platform



Figure 4.2: Visit Europe - 10 Things that will Shock you about Europe

In this link, learners and teachers will watch a video clip for ten minutes and twelve seconds, where each one of them will take notes regarding the video (Figure 4.2). The educator will turn on the close captions to help them understand the most crucial information described during the video, including keywords, or specific words, thereby increasing audience

engagement. Likewise, it is not possible to know if everyone can hear the audio. Subtitles provide support for ESL learners to learn the pronunciation and spelling of specific words. An essential factor for this population is using closed caption in class because **“subtitles will improve their English comprehension”** (Figure 4.3).



Figure 4.3: Subtitles improve students' comprehension

After the video, learners will write a **“draft with the most relevant information from the video”** (Figure 4.4). This activity will improve their constructive and productive method to analyze and connect ideas through writing. This process could describe some points of view that students want to explain with an infographic, following the educators' instructions. This process will help students share their opinions, and main ideas regarding the video watched in class using text and graphics in a real context.

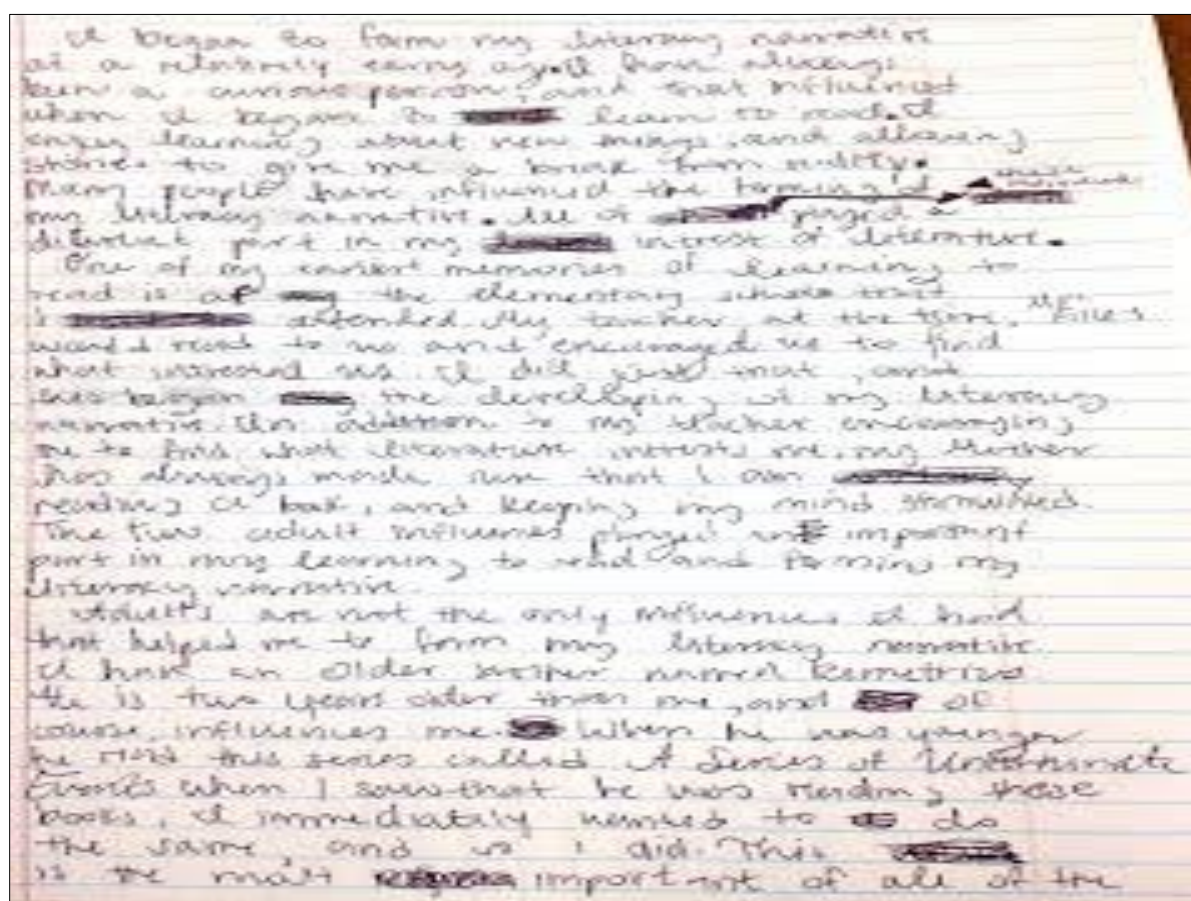


Figure 4.4: Describe the most relevant information from the video

Writing is a primary method of learning a second language. Students will use their ideas or comments on this video to create short sentences to include in the infographic. At this point in

the lesson, some learners will not write correct expressions in terms of spelling, and the meaning of particular words could be challenging to understand. However, teachers must take the time to assess this part of their learners' assignments, identifying weaknesses and strengths in each learner. At this point, the teacher's feedback will be relevant to learners. This assignment will explore the students' understanding of the video through their comments and concepts written in each draft. Any detail provided in the **“teachers' feedback will encourage the learners to improve their communicative skills”** (Figure 4.5), especially their writing. The material published will have a great culture and academic potential to be shared with a specific audience (teachers and English). These writing fragments are more successful when ESL learners pay careful attention to some criteria for their information analyzed during the video exposed in English, such as pronunciation or meaning of certain words expressed in the video. This writing part of the class will reveal students' performance in English as a second language.



Figure 4.5: teachers' feedback will encourage the learners to improve their communicative skills

After the teacher corrects the learners' draft, they will start to write their main ideas through some web pages such as creating the corresponding infographic to explain the most

relevant topics of the video. ESL learners will choose between these two options to create their infographic: “**Option Number 1: <https://venngage.com>**” (Figure 4.6) or “**Option Number 2: <https://infogram.com/>**” (Figure 4.7)

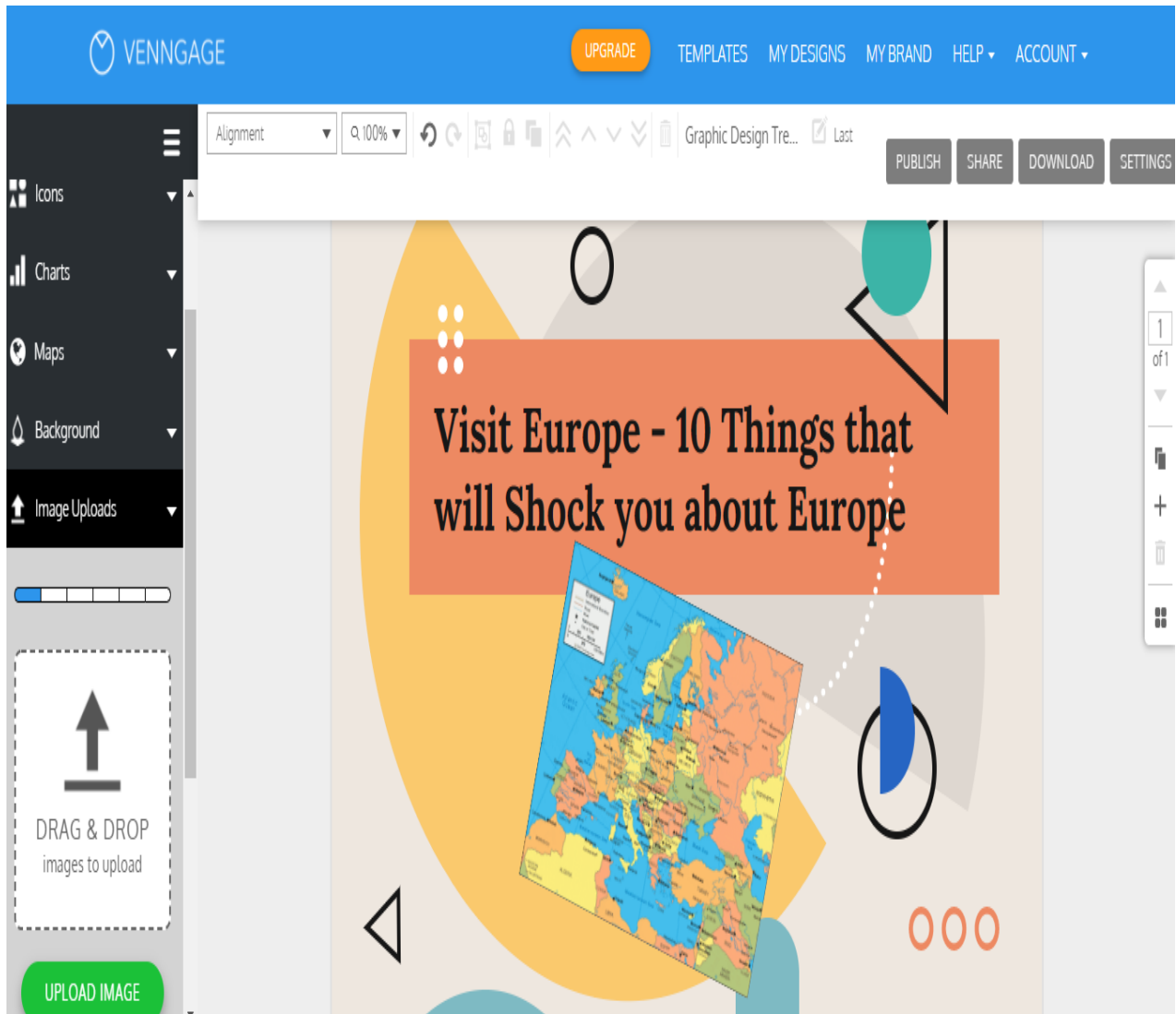


Figure: 4.6: Option Number 1: <https://venngage.com>

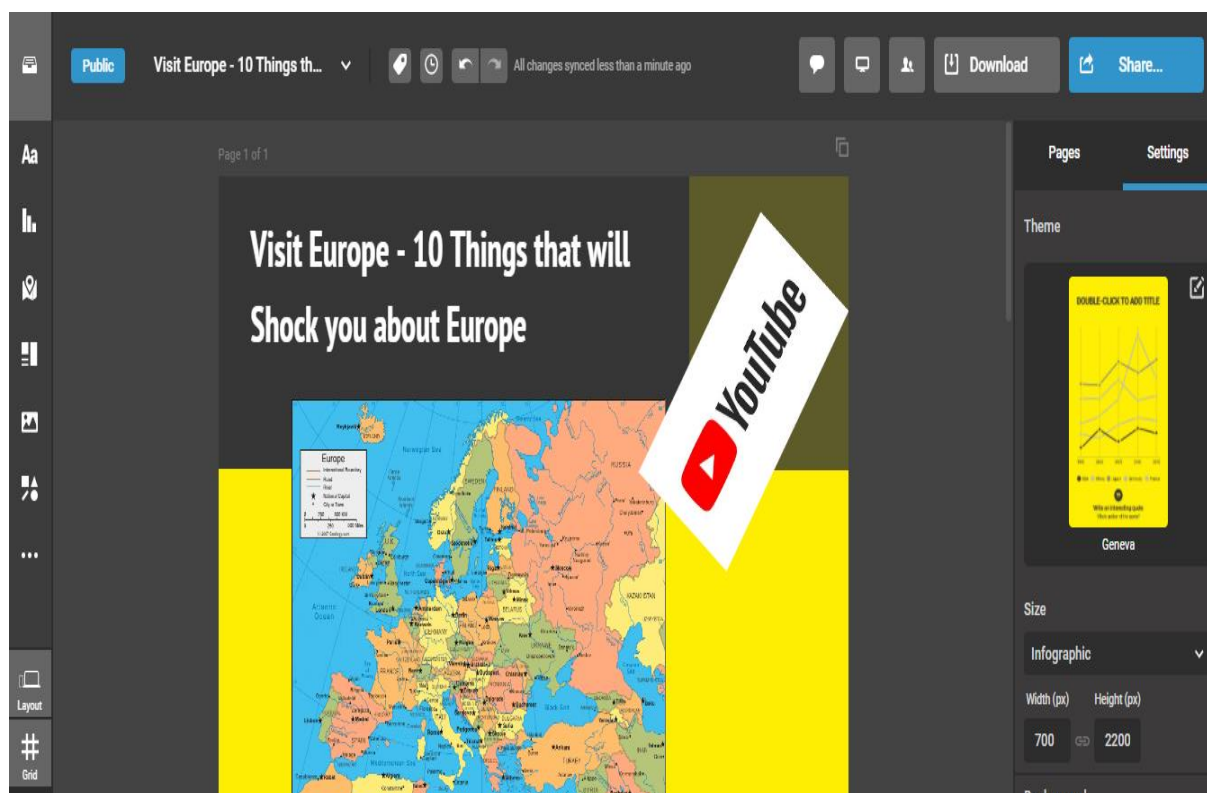


Figure 4.7: Option Number 2: <https://infogram.com>

These infographics will present visual information presented in an easy way to understand a specific information. The infographic will simplify complex information described and corrected from the learner's draft. Hence, this exercise will engage the rest of the learners (the classroom audience) to read, comment, or express their opinions about the infographic design through their second language (English). Likewise, this design will be based on the video analyzed in class. For instance, this infographic is about the cultural and social differences in some countries in Europe. For that reason, students will include pictures, maps, or extra visual material of this continent. It will show new cultural and exciting information that will encourage them to complement the data analyzed from the video watched in the lesson.

Lastly, **“learners will present each infographic through oral presentation in front of the class”** (Figure 4.8). It will provide useful information to the learners about how they are

improving their communication skills. It would be a relevant assignment for ESL learners because their presentations will be the center of the class. They will be more active learners and learn to enjoy creating their content for the level. It should be noted that this oral presentation could be a challenge for them, considering they will use determined words, phrases, and information in English to explain their infographic. They will use all their communicative skills to describe this assignment, which could generate stress in the learners; these activities require a significant commitment in terms of class time, planning, and evaluation. However, this challenging task will help them improve their L2 skills, improve their creativity, gain confidence in speaking in front of others, and increase student motivation autonomy.



Figure 4.8: learners will present each infographic through oral presentation

Chapter 5: Conclusions

The research for this project helped me understand how a popular website such as YouTube could prove essential to providing a quality education for ESL learners. YouTube gives learners an immersive means to improve their communicative skills in a second language because teachers and learners can access new places, customs, expressions, and general characteristics from countries whose language is English. In addition, this website offers a great number of educational videos that allow students to analyze the pronunciation of native speakers to improve their vocabulary through determined words exposed in the videos, or simply to enjoy people's daily life from different nationalities. YouTube encourages the learners to express their opinions through debates, analysis, or comments through dynamic discussions about the video shared in class by the teacher. This engagement inspires them to share their point of view as the media content provides different perspectives regarding topics developed during the class using their second language.

I have learned that teachers need new strategies or resources to assess their learners. They are looking for a different way to analyze learners' weaknesses and strengths in using English as a second language. Commonly, teachers verify learners' progress through worksheets, workbooks, reading comprehension, tests, and other related activities. However, it is relevant for this current education that teachers encourage the learners to explore, reach, and use all their potential to learn something new through new educative tools. Accordingly, infographics contained in such media could be a different strategy to assess the learners, considering that an

infographic is a different academic resource in the classroom since this is a different way to present ESL learners' information analyzed in the classes. This strategy will encourage the students to discuss different issues regarding the video watched in class. An infographic is useful to determine students' strengths and weaknesses in each one of their second language's communicative skills, in this case, English.

I hope that the project I created helps raise awareness in teachers to innovate new ways to assess ESL learners by using new technologies and modern communication methods, such as videos on YouTube and infographics. These tools will increase the learners' efficiency in their educational processes, where the learner can be the center of the class, which improve the acquisition of a second language in a real context . Likewise, the teachers will be a facilitator in the class because they will guide them to focus on the objectives to complete any lesson successfully. This project has demonstrated that an infographic is a great resource to engage the ELS teacher to adopt some innovative elements in the classes, leaving aside some traditional components, such as worksheets, workbooks, etc.

Further work is needed to teach English through new strategies to reinforce learners' communicative skills (listening, reading, writing, and speaking), using applications and platforms where learners will be curious to explore any topic that they are interested in. Likewise, it is fundamental to teach students to operate web pages such as YouTube, venngage, or infogram.com to help them be self-dependent to acquire specific English language content. It is essential to highlight the importance of facilitating modern resources to the teachers to interact and maintain students' interest by looking for educational videos, which allows promoting a new vocabulary, expressions, or concepts in a second language.

I hope the teachers include YouTube, venngage, and infogram.com to adopt new evaluating methods, leaving aside traditional forms of repetitions and memorizing a determined subject. The analysis of some videos from YouTube through infographics will develop new teaching methods, making students more productive through integrating a second language in a real context in the classroom.

Appendix A: Lesson Plan

LESSON PLAN

Subject: ESOL class	Central Focus: 7 th Grade
Estimated time: 90 minutes	Number of EL learners: 6
Essential Standard/Common Core Objective: Analysis of a video through infographics The students will analyze a video: “Visit Europe - 10 Things that will Shock you about Europe”, describing the most relevant information through an infographic	Date submitted: 11-16-2020 Date taught: 11-18-2020
Daily Lesson Objective: Content Objective: Students will be able to build an infographic, taking the most relevant information of a determined video analyzed in class. Language Objective: Students will be able to integrate the four communicative skills (listening, speaking, writing, and reading) to describe the information received from a video through an infographic developed during the class.	
21st Century Skills: ➤ Creativity: Thinking outside the box ➤ Collaboration: Working with others ➤ Communication: Talking to others ➤ Critical Thinking: Finding solutions	Academic Language Demand (Language Function and Vocabulary): - Students will be able to write the most significant information regarding the video, describing the main ideas through an infographic. - Students will be able to describe their infographics with their work words, sharing some opinions and relevant information due to a simple exposition
Prior Knowledge: Students should be able to identify the meaning of different concepts such as:	

➤ Certain vocabulary such as: frontier, citizens, homogeneous culture, shock, among others ➤ Basic information to create infographics through the apps: venngage.com and infogram.com		
Activity	Description of Activities and Setting	Time
1. Focus and Review	The teacher will open the lesson through this question: ✓ Do you consider it important to visit different countries around the world? ✓ Have you traveled to Europe? When? Why? Did you like it? ✓ Do you know which is the capital city of these countries: Belgium, Spain, Germany, and Portugal?	5 minutes
2. Teacher Input	✓ The teacher will project a video called: : “Visit Europe - 10 Things that will Shock you about Europe” ✓ https://www.youtube.com/watch?v=GtSBk_YHGO8 ✓ During this time, learners will take notes or phrases with the most important information described in this video.	10 minutes
3. Guided Practice	✓ The teacher will describe the instructions of the activity where learners will write a draft of the most significant information of the video ✓ The teacher will explain the characteristics of the infographic that ESL learners will create. ✓ The teacher will describe step by step the instruction to present the students’ infographics through a short oral presentation	10 minutes
4. Independent Practice	✓ Students will write the draft and they will receive corrections regarding grammar structure, coherence of their writing assignment. ✓ ESL learners will correct their draft, following teachers’ recommendations.	20 minutes
5. Assessment Methods of all objectives/skills:	✓ Informal assessment: Students will use any of these platforms venngage.com or infogram.com to design their infographics, writing this information in English. ✓ They will type this information to create an infographic. Likewise, ESL learners will include pictures to complement the information regarding the video.	30 minutes
6. Closure	✓ They will explain their infographic through an oral presentation Infront of the class, describing each idea expose with their classmates and teacher. ✓ The classmates will comment or sharing their opinion about the infographics presented in class.	15 minutes

Targeted Students Modifications/Accommodations
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- | |
|---|
| <ul style="list-style-type: none">✓ Closed Caption in the videos to reinforce their communicative skills: Listening and reading, pieces of paper, pencils, computers, or laptops. |
|---|

Materials/Technology:

- | |
|---|
| <ul style="list-style-type: none">✓ Smart board✓ Speakers✓ webpage: https://www.youtube.com/watch?v=GtSBk_YHGQ8 |
|---|

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